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ABSTRACT

The annotated bibliography on programs for mentally handicapped children and adolescents contains approximately 90 abstracts and associated indexing information for documents, published from 1960 through 1973, which have been selected from the computer file of the Information Center of the Council for Exceptional Children. It is explained that the abstracts were chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat of aspects such as work study curriculums for educable retarded students, special teacher preparation, and suggestions for public school counselors. (MC)

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ED 090708

# EDUCABLE MENTALLY HANDICAPPED–PROGRAMS

## A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 621

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

EC 061 507

# How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

## How to Read the Abstract

Each abstract contains three sections--bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

## How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

## How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

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Institution(s)

Contract or grant number

Descriptors—subject terms which
characterize content

Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

## INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Educable Mentally Handicapped Programs* from the Center's computer file of abstracts are listed alphabetically below:

*Educable Mentally Handicapped*
*Educational Programs*
*Program Budgeting*
*Program Coordination*
*Program Costs*
*Program Description*
*Program Design*
*Program Development*
*Program Effectiveness*
*Program Evaluation*
*Program Planning*
*Program Proposals*

## JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

*Children's House*, Box 111, Caldwell, New Jersey 07006

*Exceptional Children*, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Education and Training of the Mentally Retarded*, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Focus on Exceptional Children*, Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222

*Instructor*, Box 6099, Duluth, Minnesota 55806

*Journal for Special Education of the Mentally Retarded*, Box 171, Center Conway, New Hampshire 03813

*Journal of Special Education*, 3515 Woodhaven Road, Philadelphia, Pennsylvania 19154

*Mental Retardation*, American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015

*Rehabilitation Literature*, 2023 West Ogden Avenue, Chicago, Illinois 60612

*TEACHING Exceptional Children*, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Training School Bulletin*, Main Road and Landis Avenue, Vineland, New Jersey 08360

*Volta Review*, 1537 35th Street, N.W., Washington, D.C. 20007

The abstracts in this bibliogrpahy were selected from *Exceptional Child Education Abstracts*, Volumes I-V, No. 1.

# ABSTRACTS

**ABSTRACT 10019**

EC 01 0019 ED 010 917
Publ. Date Jul 66 207p.
Ainsworth, C. L.
**Curriculum Guide for Special Education.**
Big Spring Independent School District, Texas
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; class activities; curriculum guides; educable mentally handicapped; educational programs; vocational education; instructional materials; program evaluation; instructional programs; curriculum evaluation; elementary grades; secondary grades; academic education

A curriculum for educable mentally retarded children from age 6 through graduation is presented. It centers on a study of the local community with the chief purpose of training mentally retarded children to live and work productively there and also to educate the community to accept them as contributing citizens. Basic academic skills in communication, social studies, arithmetic, and science are presented sequentially by levels, and specific activities are outlined or illustrated. (DF)

**ABSTRACT 10026**

EC 01 0026 ED 011 157
Publ. Date May 66 84p.
Blessing, Kenneth R.
**A Potpourri of Ideas for Teachers of the Mentally Retarded.**
Wisconsin Dept. of Public Instr., Madison
Wisconsin Univ., Milwaukee
EDRS mf,hc

Descriptors: exceptional child education; curriculum; art; mentally handicapped; art education; art activities; handicrafts; program evaluation; curriculum guides; painting; art expression; art products; instructional materials; educable mentally handicapped; activity units; children; Madison

The objective of arts and crafts activities for educable mentally retarded children as presented in this curriculum guide is to provide enjoyable activities as well as to teach skills, socially acceptable attitudes and habits, and self esteem. An outline for a unit of activity in handcrafts is presented. More than 85 art and craft ideas, complete with how-to-make directions and illustrations, comprise most of the booklet. Thirty-four references are listed. (DE)

**ABSTRACT 10107**

EC 01 0107 ED 012 529
Publ. Date Jun 66 121p.
Hovet, Mary R.; Pumphrey, Franklin
**Special Education Teacher's Resource Guide for Educable Mentally Retarded Children.**
Howard Co. Board of Educ., Maryland
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; social studies; teaching methods; curriculum; educable mentally handicapped; reading instruction; word recognition; handwriting instruction; teaching techniques; teaching guides; program planning; units of study (subject fields); curriculum guides; elementary grades; secondary grades; student evaluation; reading; arithmetic; spelling; creative expression; handwriting

As a source of information and techniques about the education of the educable mentally handicapped, this teaching guide discusses teacher planning, adjustment of instruction to meet the needs of these students, teaching techniques, and evaluation. Procedures are listed for instruction in reading, word recognition, handwriting, spelling, arithmetic, creative skills, and social studies. Ten resource units emphasizing social studies for primary, elementary and middle educational levels are outlined with appropriate activities and resources. Also included are a glossary of terms, suggestions to special subject teachers working with educable students, and an outline of the special education curriculum in the high school. (JK)

**ABSTRACT 10177**

EC 01 0177 ED 018 883
Publ. Date 66 87p.
Jones, Philip R.
**The Relationship of Vocational Outlook and Special Educational Programs for Adolescent Educable Mentally Handicapped.**
Illinois Univ., Urbana
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; program planning; vocational education; educable mentally handicapped; prevocational education; work attitudes; attitude tests; program evaluation; teachers; state programs; work experience; fathers; educational background; employment level; sex differences; racial differences; age differences; intelligence differences; work study programs; aspiration; attitudes; socioeconomic influences; family life; reading level; adolescents

The purpose of the study was to investigate the relationship between the vocational outlook of high school educable mentally handicapped (EMH ) students and the type of high school program in which they were enrolled. Possible relationships between EMH students vocational outlook and age, sex, race, intellectual level, reading achievement level, work experience history, and home background were also considered. Data were collected from 13 high schools in Illinois which operated two or more special classes during the 1965-66 school year. The sample included 202 males and 171 females who ranged in age from 13 to 21 years. Vocational outlook of EMH students was measured by a Could You Ever Scale, a group test constructed for the study. Each program was rated on a program criteria index, also constructed by the investigator. The study found (1) a significant difference in IQ groupings between males and females with more males in the higher IQ groupings, (2) no significant relationship between students vocational outlook and the nature of the program in which they were enrolled, (3) females less appropriate in their vocational outlook than males, (4) a decrease with age in inappropriate responses on vocational outlook, (5) as a group nonwhite subjects were more inappropriate in vocational outlook than white, (6) a less appropriate outlook in the lower IQ group of subjects, (7) more appropriate attitudes in vocational outlook of males following community work placement, and (8) more appropriate vocational attitudes in students from the fathers higher level of occupational and educational groups than in those from the fathers lower level groups. Implications for program planning are made, and further studies are suggested. A bibliography contains 32 references, and appendixes present the program criteria index and the Could You Ever Scale. (DF)

**ABSTRACT 10248**

EC 01 0248 ED 018 048
Publ. Date 67 58p.
Crawford, William L.; Cross, Jacque L.
**Work-Study Programs for Slow Learning Children in Ohio Schools, Guidelines.**
Ohio State Dept. of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program planning; administration; vocational education; curriculum; educable mentally handicapped; work study programs; personnel; prevocational education; personnel selection; administrative personnel; instructor coordinators; administrator responsibility; program development; legal problems; school community cooperation; Ohio

Developed for educators who are concerned with and share the responsibility for work study programs for slow learners (IQ 50 to 80) at the secondary level, the guide presents program policies and practices current in the state of Ohio. Rationale for the Ohio programs are stated, and 12 relevant terms are defined. Curriculum implications for work study efforts are stated for primary through high school levels. The work study coordinator is discussed in terms of criteria

for selection, general responsibilities, scheduling, funding, and extended service. Consideration of preplanning or successful approaches to initiating work study covers programs, the job survey, interpreting work study, using news media, involvement of the community and community agencies, and considerations for school districts with various work study programs. Aspects of program development include the rationale, breakdown of work study, scheduling and placing of students, job area supervisors, trainee evaluation, awarding of credits, transportation, and followup studies. The legal aspects of employment described are working conditions, liability, insurance, work permits, minor's agreement, and minimum wage. Administrative responsibility in work study is discussed with reference to attitude, interpreting the program, involvement in the program, implications for curriculum development, considerations where work study programs overlap school districts, considerations for multiple work programs within a school district, and the role of the State Department of Education in work study. Conclusions and recommendations are made, and a 23-item bibliography is included. Appendixes present a sample high school course of study, potential in school work stations, potential community work stations, an evaluation for employability, and a job survey form. (JD)

**ABSTRACT 10382**

EC 01 0382 ED 014 182
Publ. Date 66 316p.
Connor, Frances P.; Talbot, Mabel E.
**An Experimental Curriculum for Young Mentally Retarded Children. TC Series in Special Education.**
Columbia Univ., New York, New York. Teachers College
OEC-SAE-6444
EDRS mf,hc

Descriptors: exceptional child research; preschool children; curriculum; mentally handicapped; educable mentally handicapped; curriculum development; preschool education; classroom environment; curriculum guides; educational research; experimental curriculum; intellectual development; learning processes; preschool curriculum; preschool programs; rating scales; special classes; program descriptions; teaching methods

A description of a special education program for preschool educable mentally retarded children is reported together with an account of its development in experimental classes in New York City. The experimental curriculum was the independent variable of a research project to study the effects of group experience upon young retardates. The two basic objectives covered in this report are to discover the amount and kinds of learning within the classroom (activities of daily living, academic learning and readiness, social and emotional adjustment, speech development, listening skills, oral comprehension, and vocabulary growth) and to determine appropriate curriculum and teaching methods. The curriculum guide section has subcategories on intellectual development, imaginative and creative expression, social development, emotional development, manipulative development, gross motor development, and self help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. The items in the curriculum guide are implemented in action settings. These include discussion periods, group handwork projects, free play, juice time, playground and gymnasium activities, story telling, swimming, cooking, and trips. The importance of behavioral goals of motivation, attention, perseverance, problem solving, concept development, and oral communication is stressed. The program's organization and management is discussed, as are the various evaluative methods used. A reference list of 60 items is included. This document is published by the Teachers College Press, Teachers College, Columbia University, New York, New York, and is available for $3.25. (RS)

**ABSTRACT 10416**

EC 01 0416 ED 014 190
Publ. Date Aug 67 165p.
Higgins, Conwell; Rusch, Reuben R.
**Development and Evaluation of Automated Instructional Programs in Arithmetic for the Educable Mentally Handicapped. Final Report.**
Albany Public Schools, New York
EDRS mf,hc

Descriptors: exceptional child research; mathematics; mentally handicapped; programed instruction; educable mentally handicapped; autoinstructional programs; arithmetic; teaching machines; audiovisual programs; children; experimental programs; program development; program evaluation; programed materials; programed units; Audio Visual Manipulative Desk

The purpose of this project was (1) to develop educational media for teaching educable mentally handicapped (EMH) children arithmetic concepts and (2) to evaluate the developed programed instructional materials. During the first phase of the study the activities were devoted toward accomplishing the first purpose, developing the equipment and materials. Several devices and combinations of devices were used during the trial period. The device finally developed, referred to as the audio-visual manipulative (AVM ) desk, presents information on a screen through the use of a slide projector. Audio messages are transmitted through earphones and a speaker, and the child manipulates objects or writes on the response surface. Twenty-one different sequential arithmetic programs were developed for the desk for teaching EMH children skill sequences in arithmetic. Desk administered tests were also developed to assess the child's understanding of these concepts. Other materials developed include (1) a manual of instructions for teachers (which includes the program objectives) and (2) reinforcement materials for classroom use. During the evaluation phase of the study, four separate field studies were conducted. The results of these studies show that (1) the AVM system was an effective variable in producing differential results, (2) going through programs twice did produce higher posttest scores than going through the programs once, (3) the system could be used effectively in a classroom setting under the supervision of classroom teachers, and (4) programs developed for EMH children were not appropriate for trainable mentally handicapped children. The appendixes include detailed information on the desk and arithmetic programs. Twenty-three references are listed. (AA)

**ABSTRACT 10456**

EC 01 0456 ED 019 778
Publ. Date Nov 68 103p.
Birenbaum, Arnold; Schwartz, Arthur L.

**Recreation for the Mentally Retarded--A Community Based Program.**
New York Assn. for Help of Retarded Children, N. Y.
EDRS mf,hc

Descriptors: exceptional child research; recreation; mentally handicapped; community programs; interagency cooperation; interagency planning; community agencies (public); educable mentally handicapped; trainable mentally handicapped; demonstration projects; children; adolescents; young adults; self care skills; agency role; questionnaires; participant satisfaction; parent reaction; recreational programs; social agencies; program evaluation; recreational activities; community services; program planning; interpersonal competence; New York City

The major objective of this 3-year research and demonstration project was to test the feasibility of extending the responsibilities of community work agencies in New York to include the mentally retarded. The 13 participating group work agencies received financial support as well as consultative, intake, and professional training services from the project staff. In all, 27 groups of retardates (IQ's 35 to 75) were created, numbering from 10 to 15 members. Activities were predominantly task oriented for the youngest group (ages 8 to 12), unfocused and expressive for the adolescents (ages 13 to 17), and concerned with group goals and needs for the young adults (ages 18 to 30 and over). Self care skills were stressed with the peer groups serving as mechanisms to increase social skills. The turnover rate, about 58 percent of the participants, was highest in the children's and adolescents groups in low income areas. Parent questionnaires, coming primarily from the families of children remaining in the program, indicated satisfaction with the program's content and context as well as with the changes noticed in the retarded child or adult. However, convenience and location of the agency was a major complaint (made by 38 percent of 56 respondents), and a need was demonstrated for a continuation of programs to reduce social isola-

tion (less than one-third of the participants established friendships which carried over outside the meetings). Agency directors, whose attitudes were conducive to the permanent establishment of suitable recreational programs, revealed in personal interviews a favorable view of serving the handicapped. The maintenance of favorable attitudes by agency directors and staffs and of interagency cooperation was found essential to the continuation of the recreational program as was the presence of the following environmental conditions--outside rather than local funding, lack of social disorganization in the community, and less need for comprehensive programs. Results indicated that expansion will occur in the next 10 years and that the program was both needed and feasible. Future plans are outlined. A seminar program, a weekly group progress record form, and a narrative meeting record are provided. (JD)

**ABSTRACT 10462**

EC 01 0462 ED 015 582
Publ. Date 15 Nov 62 14p.
**An Outline of Procedures for Operating an Employment Orientation Program for Mentally Retarded Students Enrolled in Special Education Classes in Secondary Schools in New Jersey.**
New Jersey Dept. of Education, Trenton

EDRS mf,hc

Descriptors: exceptional child education; administration; mentally handicapped; vocational education; work experience programs; school community programs; program development; administrator guides; adolescents; educable mentally handicapped; cooperative programs; employment experience; program administration; program guides; records (forms); secondary education; secondary schools; teacher responsibility; Trenton

Describing the Employment Orientation Program for Mentally Retarded Adolescents in New Jersey, this pamphlet outlines the characteristics of the program and includes time schedules, criteria for selection of employers, participation of students, occupations, and the responsibilities of the school. An example of the program agreement (between school, student, and employer) used in the East Windsor School District is included. The responsibilities of the teacher-coordinator are listed. Suggested steps in organizing a cooperative employment orientation program are also given. (JA)

**ABSTRACT 10479**

EC 01 0479 ED 014 175
Publ. Date 65 153p.
Smaltz, Janet M., Ed.
**Classes for Educable Mentally Handicapped Children--Guides to Special Education in North Dakota. Part II.**
North Dakota State Dept. Pub. Instr., Bismarck
EDRS mf,hc

Descriptors: exceptional child education; administration; curriculum; mentally handicapped; curriculum guides; administrator guides; educable mentally handicapped; teaching guides; educational equipment; educational objectives; instructional materials; junior high schools; program administration; secondary education; senior high schools; teacher certification; work experience programs; program planning; Bismarck

The first section of this administrative and curriculum guide presents basic information for school administrators and teachers of mentally retarded children. Selection criteria, intelligence testing, administrator, parent and teacher cooperation, the retarded child's potential for academic achievement, teaching suggestions, daily schedules, progress reports, and reference lists for parents and teachers are discussed. Section 2 provides detailed instructions for planning classes in the junior and senior high schools. Educational goals, staff and community orientation, management of the homeroom (class size, class space, grading, pupil eligibility and promotion, teacher qualifications, and integrated activities), and the work-experience program are described. A 17-item bibliography is included. The last section presents curriculum objectives, instructional materials, and suggestions for citizenship, social studies, arithmetic, communication skills, science, physical education, music, arts and crafts, shop, homemaking, and driver education. Bibliographies are provided for all curriculum areas. Sample forms are included. (RS)

**ABSTRACT 10559**

EC 01 0559 ED 021 348
Publ. Date 64 718p.
**The Slow Learning Program in the Elementary and Secondary Schools.**
Cincinnati Public Schools, Ohio
EDRS mf,hc
CPS-CURR-BULL-119

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; program planning; educable mentally handicapped; instructional programs; health education; safety; language arts; reading; arithmetic; citizenship; homemaking education; adjustment (to environment); leisure time; prevocational education; consumer education; travel training; social studies; sciences; teaching techniques; learning; vocational education; junior high schools; senior high schools; primary grades; intermediate grades; curriculum guides; art appreciation; verbal communication; communication (thought transfer); art; English; physical environment; family life education; learning activities; money management

The curriculum guide defines its organization and use, curricular approach, and the teaching methodology for special classes of slow learners (educable mentally handicapped) in the Cincinnati Public Schools. The instructional program is built around 12 persisting life problems: health, safety, communication, citizenship, family life, social relationships, physical environment, cultural activities, leisure, livelihood, money management, and travel. Both general and detailed learning outcomes plus suggested activities are given for four age groups (6 to 9 years, 10 to 12, 13 to 15, and 16 to 18). Use of the curricular content in daily classroom programs is illustrated by sample teaching units which employ content from several of the persisting life situations. Suggested teaching units for various subject areas are listed, and guide for organizing the daily classroom program are presented. (TS)

**ABSTRACT 10582**

EC 01 0582 ED 021 365
Publ. Date 31 Dec 66 155p.
**Rehabilitation Services for Educable Retarded Students. Final Report.**
Eugene School District Number Four, Oregon;
Oregon State Department of Education, Salem, Division of Vocational Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1498-SD-66-C2

Descriptors: exceptional child research; mentally handicapped; vocational education; educable mentally handicapped; work experience programs; work study programs; student characteristics; demonstration projects; personnel; school community relationship; student employment; program descriptions; on the job training; secondary schools; Oregon

A demonstration program of early rehabilitation services integrated into school programs for educable mentally retarded junior and senior high students is described. Aspects considered are objectives, community and school setting, students involved, school instruction and work experience, personnel, and community relationships. The discussion of the operation of the work experience program covers placements in school settings, development of training positions in the community, work experience in the community, and vocational training expenditures. Information is also given about certification of newly referred students, student mobility in and out of the program, physical development and health (including medical expenditures from grant funds), student mental abilities, social characteristics of and services to students' families, and the followup program (the service plan and student employment patterns). Implications, applications, conclusions, and recommendations are presented. The appendix includes 24 tables, profiles, and discussions of such materials as state and federal regulations for training programs, characteristics of students at various levels, physical and health profiles, and family profiles. Thirteen charts and several graphs provide descriptive data. (BW)

**ABSTRACT 10593**

EC 01 0593 ED 023 207
Publ. Date Aug 67 25p.
Groelle, Marvin C.
**A Pilot Project in Curriculum Development for Work Experience and Occupations Courses for Educable Mentally Retarded Students.**

Oakland Unified School District, California
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-6-85-012 P-ERD-310-65
BR-5-0163

Descriptors: exceptional child research; mentally handicapped; vocational education; instructional materials; educable mentally handicapped; program evaluation; work study programs; vocational interests; vocational counseling; cooperative education; job placement; work experience programs; job skills; job training; curriculum development

A 2-year project constructed a work study program for educable mentally retarded (EMR) high school students. The first phase developed courses of study, instructional materials, and teaching procedures; the second phase established a functional vocational training program in five high schools with approximately 150 EMR seniors (IQ range 53 to 78, ages 17-8 to 19-2) and had classroom instruction on occupation and work experience (two 60-minute periods per day) which included experimental use of the material developed in the first phase. The evaluation of the program and a followup on graduated pupils were done in the third phase. Of the 150 pupils, 52 percent were placed in full-time competitive employment, 32 percent were in training situations and 15 percent were unemployed when the project ended. Optimal employment times were early spring and fall. Instructional materials developed were a series of progressively more complicated job application forms, job descriptions of work for EMR's increasing in reading difficulty from third to fifth grade level, short work-oriented study lessons adapted for role playing, and an interest inventory and a commerically produced booklet on human relations both revised to fourth grade reading levels. (SN)

### ABSTRACT 10630

EC 01 0630 ED 024 190
Publ. Date 67 148p.
**Programing Public School Services for Retarded Children in Wisconsin.**
Wisconsin State Department of Public Instruction, Madison, Bureau for Handicapped Children
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program planning; state programs; legislation; programing; school services; children; program administration; educable mentally handicapped; trainable mentally handicapped; agencies; interagency coordination; special services; Wisconsin

Avoiding a curricular emphasis and focusing on a state level philosophy for services for the mentally retarded, the handbook defines the underlying philosophical and legal principles. Aspects of programing treated include statutory and policy regulations, specific considerations for various levels, and interrelated agency involvement in mental retardation. The past, present, and future are surveyed; forms, publication lists, and legislative provisions and interpretations of them are appended. (LE)

### ABSTRACT 10700

EC 01 0700 ED N.A.
Publ. Date Apr 67 5p.
Darrah, Joan
**Diagnostic Practices and Special Classes for the Educable Mentally Retarded: A Layman's Critical View.**
Council for Exceptional Children, Washington, D. C.
EDRS not available
Exceptional Children; V33 N8 P523-7 Apr 1967

Descriptors: exceptional child education; administration; mentally handicapped; program evaluation; educable mentally handicapped; special classes; reeearch needs; regular class placement; grouping (instructional purposes); placement; research reviews (publications); student evaluation

Since cited research indicates that placement of the educable mentally retarded does not produce greater learning, improved social adjustment, or more constructive participation in society, the justification for maintaining such classes is questioned. Diagnostic criteria used by the California State Department of Education in placing students in special classes are examined and found to be educationally sound. A review of research on adult adjustment, academic training, and social adjustment of retardates shows no apparent advantage of special classes. However, the responsibility for justification of the special classes system is placed with the professionals in special education at colleges and universities whose future research can evaluate the effectiveness of education for the retarded. (SB)

### ABSTRACT 10848

EC 01 0848 ED 003 063
Publ. Date 63 104p.
Malpass, Leslie F.
**Comparison of Two Automated Teaching Procedures for Retarded Children.**
University of South Florida, Tampa
EDRS mf,hc
CRP-1267

Descriptors: exceptional child research; mentally handicapped; language arts; reading; programed instruction; teaching methods; instructional technology; public schools; adolescents; conventional instruction; autoinstructional aids; teaching machines; program evaluation; educable mentally handicapped; children; slow learners; mental retardation; word recognition; spelling; reading ability; Gates Word Recognition Test; Stanford Binet Intelligence Scale

A study was designed to evaluate the usefulness of automated teaching procedures for helping mentally retarded children learn word recognition, reading, and spelling. The 66 subjects for the study were drawn from established public school classes for the educable mentally retarded. Subjects, ranging in age from 8 to 16 years, were matched and assigned randomly to either an automated teaching group or a conventional classroom group. Three hypotheses were tested: there will be no differences between automated teaching and standard instruction for teaching selected tasks; effective retention of skills, taught through automated means, will be demonstrated by post-learning tasks; and no significant differences will be found between an automated procedure utilizing a multiple choice method and one utilizing a typewriter keyboard method. Hypothesis 1 was rejected in light of significant skill improvement by subjects using both automated teaching procedures over conventional methods. Hypothesis 2 was partially supported in that spelling improvement was retained over a relatively short period. Hypothesis 3 was partially supported. In view of the findings, further research concerning automated teaching with the retarded was recommended. (JC)

### ABSTRACT 10925

EC 01 0925 ED 026 769
Publ. Date 31 Aug 65 39p.
Hall, David and Others
**To Develop Work Evaluation and Work Training Techniques Designed to Facilitate the Entry of Mildly Mentally Retarded into Service Occupations. Final Project Report.**
Institute for the Crippled and Disabled, New York, New York
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1588-P65

Descriptors: exceptional child research; mentally handicapped; program planning; vocational rehabilitation; educable mentally handicapped; program design; vocational training centers; service workers; job training; service occupations; on the job training; food service workers; custodian training; job analysis; job skills; health services; occupational surveys; curriculum design; rating scales; Tower System

A project to develop a system of vocational evaluation and training to help the mildly mentally retarded (IQ 50 to 79) enter certain service occupations is described. Methods of procedure are discussed; these include research reading and surveys of both facilities for the retarded and commerical facilities. Specifications of jobs are presented in analysis charts; basic job factors and related work factors are outlined. Job activities and a training curriculum outline are given for the areas of janitorial and building maintenance, food service and handling, and hospital service work. Additional discussions are of on-the-job experience, and recommendations for the demonstration project including the project staff, client source, program schedule, and an outline of the proposed demonstration project. Eleven exhibits are presented giving further information on the job survey and on job evaluation; a bibliography lists 32 items. (LE)

### ABSTRACT 10926

EC 01 0926 ED 026 770
Publ. Date 30 Jun 66 89p.
Hastbacka, Edwin A.
**(Development of an Occupational Training Center for the Mentally Retarded.) Final Project Report.**
Worcester Area Occupational Training Center for the Mentally Retarded, Massachusetts
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-AG-977 P-977-D

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; community programs; program planning; prediction; educable mentally handicapped; trainable mentally handicapped; adjustment (to environment); employer employee relationship; sheltered workshops; day care centers; vocational followup; employee attitudes; multiply handicapped

The Occupational Training Center prepared mentally retarded young adults (over age 15, IQ range 30 to 70, average IQ 55) who were beyond regular schooling for competitive employment. The training program consisted of 60 to 90 mentally and multiply handicapped students per year (35 at a time) and used subcontracts from local businesses. The retardate's initiative or ambition was found to be the most important factor for predicting future job success and the most important person to work with to insure permanency after job placement was the shop foreman. Followup indicated that over 100 who were employed in a 4-year span have been working from 30 days to 3 years and earn $1.25 to $2.75 per hour, a permanent employment rate of 50%. Aspects of the Comprehensive Care Center are described: the Occupational Training Center, a nursery for public school preparation, a day care program, a prolonged employment shop, and social development and recreational programs for all groups. Guidelines for administrative planning and duties are included. (SN)

### ABSTRACT 11173

EC 01 1173 ED 002 774
Publ. Date 60 103p.
Smith, Lloyd L.; Stroud, James B.
**Effects of a Comprehensive Opportunity Program on the Development of Educable Mentally Retarded Children.**
Iowa University, Iowa City, College of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-145

Descriptors: exceptional child research; mentally handicapped; administration; learning; educable mentally handicapped; psychotherapy; parent participation; group therapy; child development; human relations; mental health; instructional programs; tests; case studies (education); instructional materials; teaching methods; program evaluation; learning processes

The study investigated the effects upon educable mentally retarded children of a comprehensive opportunity program involving instruction, psychotherapy, mental hygiene, and human relationships in school, home, and community. The major objectives were as follow: to select and develop instructional materials and procedures for a program of instruction for educable mentally retarded children; to gain knowledge of the learning processes and of the rate of learning of such children, describing their learning behavior to give a better idea of progress teachers might expect; to provide a comprehensive description, in school and out of school, of the behavior, motor skills, personal adjustment, social competence, stability, and character of mentally retarded pupils; and to investigate the effects of the application of a total push type of ameliorative and developmental program. The project setting thus effected concentration of effort upon part of the total problem of educational programing for educable mentally retarded pupils. Since commonly available resources were used, such work can be carried out effectively by a special education staff of a public school. (GC)

### ABSTRACT 11311

EC 01 1311 ED 011 726
Publ. Date Jun 65 44p.
**An Interdisciplinary Approach in the Identification of Mentally Retarded Indian Children. Pilot Study.**
Interior Department, Washington, D. C., Bureau Of Indian Affairs
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; identification; program planning; American Indians; minority group children; pilot projects; screening tests; psychological testing; psychological evaluation; medical evaluation; diagnostic tests (education); educationally disadvantaged; educable mentally handicapped

A 1-year pilot study screened 1,200 Navajo Indian children enrolled in the Indian Boarding Schools of San Juan and Shiprock, New Mexico. A teacher referral form used for initial screening located 56 children between the ages of 7 and 14. Individual behavior profiles were prepared from psychological and medical evaluations and social histories. Of the 56 children, 35 were judged to be educable mentally retarded; 15 found to have other handicapping conditions not related to mental retardation were referred to other agencies. Three children diagnosed as being severely retarded, brain injured, and emotionally disturbed were referred to a residential hospital. The remaining three were considered normal and inappropriate referrals. Plans were made for four special classes of 10 children each to begin in September 1965. Teachers were to receive special training. Recommendations are made; an appendix provides the teacher referral form, social history outline, staff directory, Stanford Achievement Test data, estimated cost of study, and the diagnostic evaluation; educable mentally handicapped; program evaluation; instructional programs; teaching machines

An evaluation of self instructional devices in the classroom and the related psychological research is presented. Part 1 covers phases of machine and program development, a review of relevant literature, and the major experiment. Educable mentally retarded 14-year-olds were selected and divided into two groups. The experimental group consisted of 19 persons and the control group of 17. Both groups were tested at the beginning and end of the year. The experimental group received programed instruction, and the control group was taught conventionally. Analysis of the data showed negative results in the effectiveness of machine instruction skill development with the exception of one arithmetic measure. Further research was encouraged to study the psychological properties of school tasks. Part 2 includes theoretical statements and literature surveys. (RS)

### ABSTRACT 11348

EC 01 1348 ED 002 797
Publ. Date 62 314p.
Fouracre, Maurice H. and Others
**The Effects of a Preschool Program upon Young Educable Mentally Retarded Children: Volume 1, The Experimental Preschool Curriculum.**
Columbia University, New York, New York, Teachers College
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6444 CRP-167-2

Descriptors: exceptional child research; mentally handicapped; preschool children; curriculum; program planning; mental retardation; educable mentally handicapped; child development; preschool programs; group experience; teaching methods; experimental curriculum; curriculum development; imagination; self help programs; physical development; manipulative materials; emotional development; social development; creative expression; New York City

A special education program was developed for preschool, educable mentally handicapped children in New York City. Developmental aspects of curricular programing included the following types of classroom activities: intellectual, creative and imaginative, social, emotional, manipulative, motor, and self help. The study had a cross-sectional, longitudinal overlap design: a new group was brought into the experimental situation each year for three regular school terms. The children manifested in anticipated growth in attending to their assigned tasks. The setting and process of the developmental curriculum, the curriculum guide and its implementation, and the observed behavior and growth of the children are described. Further study is suggested for the situational variables of time, the action and its elements, and personal resources of both the child and the adult in the process of increasing attention span and improving work habits. (JH)

**ABSTRACT 11662**

EC 01 1662 ED 003 176
Publ. Date 29 Feb 64 370p.
Blackman, Leonard S. and Others
**The Development and Evaluation of a Curriculum for Educable Mental Retardates Utilizing Self-Instructor Devices for Teaching Machines.**
Edward R. Johnstone Training and Research Center
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-7-28-073 NDEA-VII A-368

Descriptors: exceptional child research; mentally handicapped; curriculum; programed instruction; programed materials; instructional technology; skill development; adolescents; autoinstructional aids; curriculum development; curriculum Sixteen special class students in grades 11 and 12 were enrolled and successfully completed a 6-week course in learning to be a groundsman gardener. The course involved both classroom study and work experience. The goals were training and placement of EMR students, student absorption into the regular class program, part-time employment, and continued training as department of vocational rehabilitation clients. In evaluating the program, the participants concluded that all of the goals were met, and the overall success of the program was attributed to the planned curriculum. Recommendations were made that the program be expanded to afford opportunity to more EMR students. (RS)

**ABSTRACT 11961**

EC 01 1961 ED 030 995
Publ. Date Sep 68 49p.
**An Orientation Program for New Teachers; Classes for Educable Mentally Retarded, September 1968.**
Toledo Public Schools, Ohio
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teacher orientation; program planning; personnel; orientation materials; educable mentally handicapped; questionnaires; program evaluation; administrative policy; Toledo; Ohio

A plan for orientation activities prior to and during the first weeks of school for new teachers of the educable mentally retarded is presented. Kinds of teachers who will be oriented, qualities of an adequate orientation program, steps taken in program planning, plan implementation, and followup orientation are discussed. Also included are materials given to teachers, program agendas, a graph showing the training and experience of the new teachers, a questionnaire survey of teacher opinion concerning orientation activities, a report on administration of the special curriculum in the regular school, and letters to teachers scheduling the orientation. (LE)

**ABSTRACT 12011**

EC 01 2011 ED 010 280
Publ. Date 22 Jul 65 33p.
Nicolaysen, G. Roy
**Groundsman-Gardner for Special Class Students (Educable Mentally Retarded Youth), Final Report.**
Oakland Unified School District, California
Office of Education (DHEW), Washington, D. C., Division of Adult and Vocational Education
EDRS mf,hc
OEG-4-6-050178-1838
BR-5-0178

Descriptors: exceptional child education; mentally handicapped; vocational education; educable mentally handicapped; pilot projects; summer programs; special classes; high school students; service occupations; program evaluation; work experience programs; grounds keepers

A summer pilot program in vocational education was conducted for educable mentally retarded (EMR) students. summary and instructional classification for two of the children. (JA)

**ABSTRACT 20554**

EC 02 0554 ED N.A.
Publ. Date Dec 66 6p.
Kohler, Clarence N.
**Religious Education of the Deaf in State Residential Schools.**
EDRS not available
Volta Review; V68 N10 P743-8 Dec 1966

Descriptors: exceptional child research; administration; aurally handicapped; educational programs; school community programs; program evaluation; personnel; student attitudes; administrator attitudes; religious education; state schools; residential programs

A questionnaire was sent to 63 state schools to investigate the existing procedures in giving religious instruction. Of the 52 schools responding, 31 had a school-sponsored program and 21 had a church-sponsored program. The efficiency of the personnel involved determined whether or not the program was satisfactory. Close cooperation between church and school would seem to answer the need for effective religious education. Comments are presented by administrators about school and non-school sponsored religious programs and about attitudes of the children. (MW)

**ABSTRACT 20594**

EC 02 0594 ED 015 562
Publ. Date 64 95p.
Lord, Francis E., Ed.
**Institutes on Work Education for Educable Retarded Youth.**
California State College, Los Angeles
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; vocational education; curriculum; educable mentally handicapped; job placement; program planning; secondary schools; state programs; student evaluation; vocational rehabilitation; work experience programs

This booklet contains summaries of eight general session speakers and abstracts of 17 panel presentations from two institutes held at California State College at Los Angeles on February 6 and June 26, 1964. The institutes were designed to assist secondary schools in the establishment of work-education programs. Topics concerning vocational education, curriculum, job placement, and student evaluation are discussed by the speakers. Some existing work experience programs are described. General session presentations summarized are the National Challenge of Mental Retardation by Morton A. Seidenfeld, The Retarded in the Work World by Julius S. Cohen, Work Assessment of Secondary Youth in the Minneapolis School Project by Evelyn Deno, An Approach through Special Education and Vocational Rehabilitation in Preparing Educable Retarded Youth for Work by Charles S. Eskridge, and Problems and Issues in California by Wayne Campbell. Elements of Successful Work Education Programs by Julius S. Cohen, Secondary Curriculum and Work Education by Jerome Rothstein, and Problems in the Placement of Retarded Youth by Julius S. Cohen are also considered. (DE)

**ABSTRACT 20889**

EC 02 0889 ED 012 526
Publ. Date Jan 67 38p.
Cowles, Anna and Others
**Pre-Vocational Preparation of Exceptional Children and Youth in the City of Everett, Washington.**
Everett School District Number 2, Washington
EDRS mf,hc

Descriptors: exceptional child education; vocational education; mentally handicapped; curriculum; educable mentally handicapped; work study programs; prevocational education; on the job training; curriculum guides; special programs; junior high schools; program planning; program administration; program descriptions

Participants in the Everett High School's Job Threshold Program are selected individually following completion of the 3-year junior high school special education program. The Job Threshold Program, also 3 years, combines classwork with on the job training and works toward regular full time employment of students at the completion of the program. Program objectives, eligibility requirements, class-job schedules, and administrative responsibilities are presented. Specific curriculum guides developed to prepare the student for fulltime responsibilities in the occupational world are included. (VO)

**ABSTRACT 20896**

EC 02 0896 ED 027 647
Publ. Date Apr 67 54p.
**Educable Mentally Retarded; Guide for Curriculum Development.**
North Carolina State Department of Public Instruction, Raleigh
EDRS mf,hc
P-401

Descriptors: exceptional child education; mentally handicapped; curriculum; program planning; state programs; educable mentally handicapped; curriculum devel-

opment; student characteristics; teaching methods; program content; units of study (subject fields); primary grades; elementary grades; senior high schools; interpersonal competence; junior high schools; communication skills; number concepts; North Carolina

Designed to aid in developing instructional programs in North Carolina, the guide defines the educable mentally retarded (EMR) and presents the goal of the EMR education program. Also outlined are principles and methods in instruction, traditional areas of the curriculum as they relate to the EMR, and development of a sequential curriculum. Basic learnings in social competencies, communication skills, and number concepts are listed at each of four levels: primary, elementary, junior high, and senior high. A bibliography cites 13 general references and 20 publications in the areas of curriculum, speech and language development, physical activities, periodicals, and curriculum guides. Appendixes provide information on field trips, daily class schedule, grading, reporting to parents, and approximating mental age from IQ and chronological age. (DF)

### ABSTRACT 20950

EC 02 0950 ED 033 490
Publ. Date Aug 68 77p.
Means, Howard; Hammett, Ron
**Rehabilitation Programs in the Public Schools; a Handbook for Counselors and Supervisors.**
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; vocational education; mentally handicapped; work study programs; vocationa rehabilitation; educable mentally handicapped; administration; administrative personnel; junior high school students; physically handicapped; cooperative programs; job placement; program budgeting; expenditures; staff role; student evaluation; work experience programs; agency role

The work experience program of the Department of Vocational Rehabilitation, which provides vocational, educational, and social experiences for mentally handicapped adolescents while they are still in the school setting, is described. Information is given on the Department's responsibilities, on methods used to bridge the gap between the student's school experiences and gainful work experiences, and on ways to assist in the evaluation of the student's potential and to bring ancillary services to the student which schools cannot provide. Program funding, administrative structure, guidelines for implementing the program, and descriptions of the in-school work experience program, the physically disabled program, and the junior high program are outlined. An appendix provides samples of a proposed budget, office supply list, group counseling topics, and other information on program provisions. (WW)

### ABSTRACT 21236

EC 02 1236 ED 003 524
Publ. Date 60 81p.
Carter, Lamore J. and Others
**A Comparative Study of the Effectiveness of Three Techniques of Film Utilization in Teaching a Selected Group of Educabe Mentally Retarded Children Enrolled in Public Schools in Louisiana.**
Grambling College, Louisiana
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
NDEA-VIIA-272

Descriptors: exceptional child research; mentally handicapped; teaching methods; instructional materials; audiovisual instruction; educable mentally handicapped; comparative analysis; films; special classes; program evaluation

The relative effectiveness of three audiovisual techniques was studied with mentally retarded public school students. The techniques, especially designed t overcome the traits of mental retardates, consisted of conventional film narrated by a teacher, unnarrated film with responses from children on the sound track, and silent film during which students provided their own unrestrained comments. Special classes of educable mentally retarded children provided 104 subjects. Four matched groups were established to provide an experimental group for each of the film techniques and a control group. Data were gathered from pre- and posttests and recognition test scores. Findings indicated that use of any of the experimental film techniques was no more effective for teaching educable mentally retarded children than teaching the same unit without films. (AL)

### ABSTRACT 21334

EC 02 1334 ED 028 304
Publ. Date Feb 69 21p.
Johnson, G. Orville
**Interdisciplinary Workshop for Special Education and Vocational Education Teachers. Final Report.**
Ohio State University, Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-0-080845-5664-085-032
BR-8-0845

Descriptors: exceptional child education; educable mentally handicapped; employment qualifications; interdisciplinary approach; program development; skill development; student enrollment; teacher workshops; vocational education; program planning; attitudes

The following purposes of the workshop include: to provide a means by which professionally trained educators in special education and vocational education could work as a team in designing local school programs for educable mentally retarded students; to create favorable attitudes in special education and vocational education teachers toward combined educational services for educable mentally retarded students; and to develop guidelines and materials that could be used in organizing and implementing combined programs. The general content of the sections conducted by the specialists in mental retardation presents general home and environmental background, learning characteristics, adjustment and behavior, physical and motor abilities, general education achievement, and vocational and community adjustment. The vocational education specialists provide such topics as the objectives of vocational education, distributive education, content areas, selection of students, skills taught and knowledges required, and expected outcomes. (CH)

### ABSTRACT 21476

EC 02 1476 ED 034 354
Publ. Date 69 62p.
**Guidebook for Classes in Special Education.**
Arkansas State Department of Education, Little Rock. Division of Instructional Services
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; administration; program planning; educable mentally handicapped; trainable mentally handicapped; visually handicapped; learning disabilities; aurally handicapped; orthopedically handicapped; speech therapy; home instruction; home economics; vocational education; teacher certification; administrator responsibility; teacher responsibility; classroom design; Arkansas

Statements are made concerning the philosophy of special education classes, the role of the State Department of Education in them (including background and financial assistance available), and the steps in setting up a special education program (administrative responsibilities, selection and placement, and parent consultation). Programs are discussed in terms of eligibility, class size and age range, physical plant, educational program, and teacher requirements. Program standards included are those for educable retarded, trainable retarded, children with learning disabilities, visually handicapped, hard of hearing, orthopedically handicapped, children with special health problems, speech therapy, homebound instruction, and educational examiners. Standards for scheduling, reporting, and dismissal, vocational training in home economics, and cooperative programs are also presented. (JM)

### ABSTRACT 21511

EC 02 1511 ED 030 755
Publ. Date Jan 68 48p.
**On-The-Job Training Program, Educable Mentally Retarded. Final Report.**
School District Number 25, Pocatello, Idaho
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; demonstration projects; educable mentally handicapped;

on the job training; program descriptions; records (forms); vocational education; work study programs

School training and vocational services were combined into a program designed to demonstrate that educable mentally retarded students could develop well rounded working habits that would mutually benefit them and the community. On-the-job training was used as a demonstration of the practical use of academic, social, and vocational skills learned in the classroom. Classroom work was individualized to the work experience of the student in order to develop skills and attitudes necessary for a successful employment, good citizenship, and worthwhile use of leisure time. Work experience programs 1 to 2 hours of each school day were provided within the public school setting for students below the age of 16. Upon reaching the age of 16 students were placed in the community and worked from 3 to 4 hours per day. Findings indicate that the IQ score by itself was inadequate as an indicator of job capabilities. The performance area of the psychological examination proved to be more reliable in this respect than did the verbal area in the overall IQ score. During the 3-years of operation, job placement was accomplished for 12, 18, and 19 students respectively. Information on types of occupations and project dropouts is appended. (CH)

### ABSTRACT 21851

EC 02 1851 ED N.A.
Publ. Date May 70 2p.
Flynn, Tim M.; Flynn, Lynda A.
**The Effect of a Parttime Special Education Program on the Adjustment of EMR Students.**
EDRS not available
Exceptional Children; V36 N9 P680-1 May 1970

Descriptors: exceptional child research; mentally handicapped; program evaluation; educable mentally handicapped; social adjustment; regular class placement; special programs; tutoring; personal adjustment; program effectiveness

To determine if the personal and social adjustment of educable mentally retarded students in a regular elementary class is improved by placement in a parttime special education program, an evaluation was made on a program consisting of a daily supplemental 45 minute class period of small group and individual tutoring. Results indicated no significant difference between special class and nonspecial class students on performance on the School Adjustment Scale, and showed a significantly greater percentage (p less than .01) of non-special class students than special class students being promoted to the next grade at the end of the school year. (RD)

### ABSTRACT 21987

EC 02 1987 ED 036 000
Publ. Date 69 107p.
Freeland, Kenneth H.
**High School Work Study Program for Retarded; Practical Information for Teacher Preparation and Program Organization and Operation.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; mentally handicapped; work study programs; program planning; administrator guides; program administration; classroom arrangement; recordkeeping; records (forms); teacher qualifications; school community relationship; information dissemination; instructor coordinators; interviews; employers; educable mentally handicapped; vocational education; labor laws; public relations

Intended for both school and nonschool personnel, the text treats work study programing for educable mentally handicapped students at the secondary level. Information is provided concerning the structure and objectives of work study programs as well as the required competencies and responsibilities of the teacher-coordinator. Guidelines are included for setting up a new program, for organizing the classroom for program instruction, and for developing a record system, a school-public information plan, and a system to interview prospective employers. Program operation is defined in terms of legal requirements, employment limitations, and time allocation for the teacher-coordinator's duties. Further guidelines for conducting the program specify means of maintaining effective relations and suggestions for the substitute teacher. Reports and forms are listed and samples of them are appended. (JD)

### ABSTRACT 22188

EC 02 2188 ED 037 840
Publ. Date Apr 69 72p.
**Exceptional Child Education; DeSoto County Board of Public Instruction, Arcadia, Florida.**
DeSoto County Board of Public Instruction, Arcadia, Florida
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program guides; educable mentally handicapped; educational specifications; secondary education; program descriptions; facility requirements; equipment; home economics; academic education; hygiene; leisure time; horticulture; speech therapy; DeSoto County (Florida)

Educational specifications of the program for secondary educable mentally handicapped students in DeSoto County (Florida) are described. Specifications for the overall philosophy, purposes, objectives, activities, space and equipment requirements, and special considerations are provided in the following areas: academics, food preparation, clothing maintenance, home living, care of invalid and infirmed, grooming, horticulture and yard maintenance, home maintenance, leisure time activities, teacher workroom and equipment storage, and speech therapy. (RD)

### ABSTRACT 22725

EC 02 2725 ED 039 667
Publ. Date Jun 68 51p.
**Application for Continuation of the Demonstration Center for Teachers of the Mentally Retarded for the Period September 1, 1968-May 31, 1969.**
Buffalo Public Schools, New York, Division for Curriculum Evaluation and Development
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; demonstration centers; teacher education; curriculum development; preservice education; inservice teacher education; demonstrations (educational); educational programs; teaching methods; instructional materials; protocol materials; curriculum study centers; program evaluation; academic achievement; educable mentally handicapped; trainable mentally handicapped; Elementary and Secondary Education Act Title III

A center for teachers of the mentally retarded provided five demonstration classes and a curriculum resource library. Inservice and teacher education activities and videotapes were developed, as were curriculum guidelines and materials. Projected activities called for establishing an audiotape resource library and expanding the programs for curriculum development and inservice teacher education. Appendixes present the teacher evaluation, letters, pupil achievement study, parent evaluation, and other items. (JD)

### ABSTRACT 22880

EC 02 2880 ED 040 532
Publ. Date 70 58p.
**Handbook for Administrators: A Guide for Programs for the Mentally Retarded.**
Tennessee State Department of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child education; state programs; mentally handicapped; administrator guides; program administration; educable mentally handicapped; trainable mentally handicapped; educational programs; program evaluation; Tennessee

Guidelines are provided for the development and operation of Tennessee programs for the mentally handicapped. Information on the two separate educable and trainable programs covers goals, administration, and instructional program. Guidelines for evaluation are also presented; a list of services is appended. (JD)

### ABSTRACT 23121

EC 02 3121 ED N.A.
Publ. Date 70 7p.
McCune, Judson W.
**Including Driver Education in the Special Class Curriculum.**
EDRS not available

Teaching Exceptional Children; V2 N3 P106-12 Spr 1970

Descriptors: exceptional child education; mentally handicapped; driver education; educable mentally handicapped; traffic safety; program descriptions

The need is presented for the inclusion of driver education in the curriculum for the educable mentally handicapped. Course content includes state traffic laws, traffic sign recognition and response, reading the driver's manual and exam, responding to exam questions, and applying traffic laws while actually driving. Evaluation is accomplished by a checklist of specific needs, and additional training given through road sign and traffic law games, improving reading skills, role-playing, and additional driving experience. (JM)

### ABSTRACT 23160

EC 02 3160 ED 039 386
Publ. Date Apr 70 67p.
**Vocational Education and Work Study Programs. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).**
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; vocational education; work study programs; self concept; secondary education; program descriptions; vocational aptitude; student evaluation

The implementation of a work-study program in a rural, depressed area, the operation of the program, and evaluation are discussed in the first of six papers on vocational education for the retarded. The sheltered workshop at the Kurtz Training Center in Pennsylvania is described with a focus on promoting self image and adjustment. A 6-year secondary program for students with IQ's of 80 and below, located in a self-contained highschool, is considered. Also examined are two aspects of work aptitudes and prevocational evaluation in work-study programs. (RJ)

### ABSTRACT 23436

EC 02 3436 ED 041 407
Publ. Date May 67 69p.
**Architectural Contributions to Effective Programing for the Mentally Retarded. Conference Report of the Architectural Institute (Denver, Colorado, May 15-16, 1967).**
American Association on Mental Deficiency, Washington, D. C.;
American Institute of Architects, Washington, D. C.;
National Association for Retarded Children, New York, New York
Rehabilitation Services Administration (DHEW), Washington, D. C., Division of Mental Retardation
EDRS mf,hc
National Association for Retarded Children, 420 Lexington Avenue, New York, New York 10017.

Descriptors: exceptional child services; institutional facilities; architectural programing; design needs; mentally handicapped; building design; administration; architects; program planning; space utilization; residential programs; environmental influences; taxonomy; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped

Conference participants consider the role of the architect and the programer in planning and constructing facilities for the mentally handicapped. David Rosen discusses the design problems of state institutions with particular reference to the Woodbridge State School in New Jersey; Gunnar Dybwad describes the need of the programer for the architect; and Arnold Gangnes treats the need of the architect for the programer. The architectural program is defined as a means of communication with the client by Edwin Cromwell, and the programing process is detailed by John Garber. Also provided are David Ray's and John Truemper's consideration of the programer and architect in action and J. Eugene McKee's treatment of planning for community facilities. Two forewords, excerpts from informal discussions, and a list of registrants are included. (JD)

### ABSTRACT 30038

EC 03 0038 ED 043 163
Publ. Date 70 97p.
Erdman, Robert L. and Others
**The Administration of Programs for Educable Retarded Children in Small School Systems.**
Council for Exceptional Children, Arlington, Virginia
EDRS mf
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Descriptors: exceptional child education; educable mentally handicapped; program administration; administrative organization; elementary schools; administrative policy; class size; admission criteria; curriculum; program development; rural school systems; county school systems; small schools

Administrative concerns of programs for educable mentally retarded children in small school systems are discussed beginning with preliminary steps of program promotion and development of program rationale. The selection of children is explored in areas of screening methods, individual evaluations, implications of student characteristics, and criteria for placement in special classes. Also described are the organization of classes and related organizational problems along with the development of curriculum and program activities. Various programing approaches and organizational patterns provided include cooperative programs, contract services, intermediate units, itinerant personnel, summer programs, and work study programs. Appendixes contain listings of state associations for the retarded, the Special Education IMC/RMC network, curriculum resources, resource texts, educational films, parent resources, suggested equipment and supplies, and sample forms to be used in special education programing. (RD)

### ABSTRACT 30063

EC 03 0063 ED N.A.
Publ. Date 70 226p.
Kolstoe, Oliver P.
**Teaching Educable Mentally Retarded Children.**
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($5.95).

Descriptors: exceptional child education; mentally handicapped; teaching methods; educable mentally handicapped; instructional materials; educational objectives; communication skills; curriculum; interpersonal competence; psychomotor skills; recreation; vocational education; prevocational education

Combining a neurophysiological theory and a behavioral theory to conceptualize mental retardation, the author presents methods and materials for specific behavior outcomes resulting in adults who can work and live independently. Information is provided on the learner, objectives, and organization. Methods, materials, and specific outcomes for communication skills, arithmetic skills, social competencies, motor skills and recreation, esthetics, and vocational competencies are presented. Suggested units and materials are outlined for preprimary, primary, intermediate, prevocational, and vocational levels. Behaviors at each level are built upon behaviors of the preceding level. The appendix lists instructional outcomes for each skill area and level. (MS)

### ABSTRACT 30093

EC 03 0093 ED N.A.
Publ. Date Sep 70 2p.
Doleshal, Leslie, Jr.; Jackson, James
**Evaluation and Follow-Up Study of the Texas Cooperative School Program.**
EDRS not available
Rehabilitation Literature; V31 N9 P268-9 Sep 1970

Descriptors: exceptional child research; mentally handicapped; cooperative programs; vocational education; program evaluation; followup studies; educable mentally handicapped; high school students; secondary school students

To evaluate and follow-up the Texas Cooperative School Program (which uses a vocational rehabilitation-special education unit in the secondary school to assist educable mentally handicapped students in their adjustment from school to employment), 342 subjects were randomly selected from files. Of 342 questionnaires sent to district rehabilitation counselors, 199 were returned and usable. Over 74% of the 199 subjects had been employed 80% or more of the time. Thirty-four of the 199 subjects were unemployed at the time of the study. Advancement in employment and earning

was statistically stable, with trends upward. (MS)

**ABSTRACT 30192**

EC 03 0192 ED N.A.
Publ. Date Sep 70 8p.
Cawley, John F.
**Teaching Arithmetic to Mentally Handicapped Children.**
EDRS not available
Focus on Exceptional Children; V2 N4 P1-8 Sep 1970

Descriptors: exceptional child education; educable mentally handicapped; arithmetic; teaching techniques; mathematics instruction; mathematics curriculum; curriculum development; mentally handicapped

The development of a comprehensive system of arithmetical instruction for mentally handicapped children is urged. Characteristics of a complete system are defined. Problems of assessment are discussed. Small phases of such a system are presented: an illustration of one language-based component of quantity focusing on language variability within the singular/plural differentiation, and a brief description of an individual approach to managing the group for verbal problem-solving activity (using a teaching/learning matrix as the basic system of interaction between teacher and student). (KW)

**ABSTRACT 30631**

EC 03 0631 ED 044 866
Publ. Date 69 87p.
Kenel, Francis C., Ed.; Krueger, Emily A., Ed.
**Cooperative Driver Education Manual for the High School EMR Student.**
Milwaukee Public Schools, Wisconsin, Division of Curriculum and Instruction
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; driver education; program planning; instructional materials; guidelines; mentally handicapped

The manual covers high school driver education for the educable mentally retarded (EMR) student. Guidelines are given for an instructional program offered prior to enrollment in a regular driver education course, to familiarize EMR students with the general content areas. The driving task is analyzed and general objectives for driver education outlined. The instructional program for EMR students (in both pre- and standard driver education courses) is sketched, and laboratory experiences suggested. Also listed are suggested classroom instructional areas for use with EMR students, and supportive instructional materials (tests, audio-visual and written media, parent and school communication, traffic signs, and traffic situations and diagrams). The 40 traffic situations and diagrams, in multiple choice question form, are contained in an accompanying supplement. (KW)

**ABSTRACT 30843**

EC 03 0843 ED 044 874
Publ. Date Jul 69 41p.
Steffenberg, Mary L.
**The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service. Final Report.**
Brandywine Springs Junior High School, Wilmington, Delaware
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-080043-3707(010)
BR-8-13043

Descriptors: exceptional child research; educable mentally handicapped; vocational education; food service workers; educational programs; program descriptions; junior high school students; curriculum; mentally handicapped

A Food Service Laboratory Project was initiated at a junior high school for the training, participation, and observation of educable mentally retarded (EMR) students. Thirty EMRs participated in the vocational training program, the academic portion of which was work-oriented and closely related to the work in the Food Service Laboratory. Students, after training, were placed in jobs in a school-work experience program. Community support was elicited, placement opportunities developed, and the 14-17 year old students placed in jobs, in which some limited success was noted. Included are curriculum guides developed, equipment specifications, scales and forms used. Progress was noted in in-school retention rate, basic skill subjects, and growth and maturity of students. Recommendations for further program improvement are made. (KW)

**ABSTRACT 31021**

EC 03 1021 ED 046 146
Publ. Date 70 30p.
Pratt, Eugene C.
**Retarded Children: A Study of Educational Strategies.**
Northern Iowa University, Cedar Falls; Tri-County Special Education Unit, Manchester, Iowa
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; teaching methods; program evaluation; mentalle handicapped; educational objectives; educational programs; cognitive measurement; family influences; learning theories; Iowa

To evaluate the impact of a specific program on the learning of educable mentally handicapped (EMH) hildren, to assess the inter and intra-cognitive differences of the EMH, and to measure the relationship of children's learning to home circumstances, students from four Iowa Primary EMH classrooms were tested over a period of one academic year. The study was felt to reveal the inter and intra-child cognitive differences. However, it was felt that anticipated but localized cognitive gains are unlikely to be produced with a population of EMH children through experimental manipulation of a single curriculum variable during one academic year. Results were also felt to suggest that conditions in the home have little to do with the child's learning in the classroom. (CD)

**ABSTRACT 31024**

EC 03 1024 ED 044 039
Publ. Date Aug 70 54p.
Knutson, Jack M.; Prochnow, Robert R.
**Computer Assisted Instruction for Vocational Rehabilitation of the Mentally Retarded.**
Texas University, Austin, College of Education
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; vocational rehabilitation; computer assisted instruction; mentally handicapped; program descriptions; program design; research reviews (publications)

A detailed description of the conception, development, and results of a 2 year project designed to teach the educable mentally handicapped student a set of useful, generalized skills using a computer assisted instruction (CAI) system is presented. Background information on the problem of vocational rehabilitation of the mentally handicapped, present costs, and recent research in the development of better instructional techniques are discussed. Course development, production of a CAI program, developmental testing on the system, pretest, and administration of the instructional materials are presented. Of the 21 students who completed the course, the researchers felt the majority showed an improvement in change-making skills. The CAI is felt to be effective in teaching a set of specified skills to the mentally handicapped student. A detailed example of the logic and instruction in the change-making module is included. (CD)

**ABSTRACT 31123**

EC 03 1123 ED N.A.
Publ. Date Nov 70 6p.
Taylor, George R.
**Programming for Educable Mentally Retarded Children.**
EDRS not available
Training School Bulletin; V67 N3 P183-8 Nov 1970

Descriptors: exceptional child education; mentally handicapped; program planning; educable mentally handicapped; guidelines; administration; educational planning; Education Policies Commission

An approach has been outlined to improve programing for educable mentally retarded children. Several goals have been formulated by the Education Policies Commission for all children. These goals appear to be applicable for the educable mentally retarded as well. To meet these goals, it is noted that administrators should have certain guidelines in mind as they plan for retarded children.

Guidelines are cited as one approach to enable educable retarded children to reach their optimum growth. (Author)

### ABSTRACT 31502

EC 03 1502 ED 047 432
Publ. Date 70 18p.
Fredericks, H. D. Bud and Others
**A Validity Study of the Diagnosis and Placement of Certified EMR Pupils in Oregon.**
Oregon State System of Higher Education, Monmouth. Teaching Research Division
Oregon State Board of Education, Salem

EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; student placement; educational diagnosis; test validity; program evaluation; admission criteria; student evaluation; placement; Oregon

In order to determine the validity of placement procedures for the educable mentally retarded (EMR) in Oregon and to examine the value of documents used in certifying EMR pupils, a diagnostic evaluation was made on 97 children who were permanently certified as EMR during the years 1967-68 (IQ scores of 50 through 80). The children were administered medical examinations, educational and psychological tests, and were rated by their teachers on the Walker Behavior Checklist. Results showed that only one child from the sample of 97 was inappropriately placed in an EMR class. Although IQ scores revealed 14 other children with IQ's above 80, it was concluded that the evidence of educational performance and medical information justified the placement. In relation to the value of the forms used by the Oregon Board of Education, indications were made for the need of more stringent visual and hearing acuity tests and for the inclusion of standardized educational tests. The danger of placing a child in an EMR class primarily on the basis of an IQ score was emphasized. (RD)

### ABSTRACT 31610

EC 03 1610 ED 047 464
Publ. Date Jun 69 112p.
**A Coordinated Program of the Department of Vocational Rehabilitation and Public Schools for Mentally Retarded Students in Basic Academic Track. Final Report.**
District of Columbia Department of Vocational Rehabilitation, Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; slow learners; disadvantaged youth; vocational rehabilitation; vocational counseling; vocational education; job placement; program descriptions; adolescents; senior high schools; District of Columbia

The services and effects of a 3-year project designed for a selected group of students in the low range of mental ability (and/or with subaverage intellectual functioning) enrolled in the Eastern High School (Washington, D.C.) are reported. The objects of the demonstration project were to provide for unmet academic, social, prevocational and vocational needs of handicapped students; to provide vocational rehabilitation services concurrent with educational services to enhance job placements; and to establish a mutually facilitative relationship between the Department of Vocational Rehabilitation and Public Schools. The project population consisted of 12 to 13% of the student body (age range of 16 to 21 years) from culturally disadvantaged backgrounds who were exposed to vocational counseling and guidance, training, employment, and followup counseling. During the project period (1965-1968), 784 referrals were received; of these, 330 cases were accepted for services. The cases closed as successfully rehabilitated during the project period numbered 140, representing approximately 42% of the cases accepted for services. Clerical and sales occupations accounted for the job placements in about 66% of the cases. Information on project expenditures, implications, and specific recommendations are provided. (RD)

### ABSTRACT 31736

EC 03 1736 ED 047 467
Publ. Date Jan 70 206p.
Allport, Marion and Others
**A Course of Study and Suggestions for Curriculum Implementation: Special Classes (EMR).**
Oakland Unified School District, California
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; educational programs; educational objectives; curriculum; mentally handicapped; California

Presented is a course of study for educable mentally retarded (EMR) students at the primary, intermediate, junior high, and senior high levels. The purpose is to define in outline form the general areas of learning experiences able to promote the development of competencies appropriate to EMR students. The objectives of the instructional program, stated as Continuing Life Problems or Social Life Needs, and comprising the essential components of the program, are as follows: health in daily living; safety in daily living; understanding oneself, one's environment, and managing personal affairs; getting along with and communicating with others; rights, privileges, and responsibilities; family living; earning a living and managing money; traveling and moving about in the community; using leisure time; and participating in community life. Each of these overall objectives is subdivided into constituent elements, and attitudes, understandings, and skills to be established in each area at the various age levels are delineated. Included is a curriculum model illustrating the relationships among the pupil, special class organization, academic expectations, objectives, and teaching methods. (KW)

### ABSTRACT 31786

EC 03 1786 ED 048 682
Publ. Date 70 31p.
Gaar, Basil L.
**A Prototype for a High School Vocational Special Education Program. Volume 2, Number 2.**
South Florida University, Tampa. Institute III: Exceptional Children and Adults

EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; administration; vocational education; mentally handicapped; administrative problems; program design; scheduling; reading materials; class organization; Florida

A prototype for a high school vocational special education program for educable mentally handicapped children is offered as a possible design for school systems. Six concerns are dealt with to provide some direction: objectives of the program, eligibility for the program, staffing needs, length, curriculum, and departmental as well as cooperative responsibilities concerning administration of the program. The appendixes include a chart on pupil placement, a typical class schedule for vocational education, and reading suggestions for occupational orientation, vocational math, social studies, and vocational exploration for grades 10-12. (CD)

### ABSTRACT 31914

EC 03 1914 ED N.A.
Publ. Date 68 21p.
Saunders, Dorothy J.
**Understanding the Educable Mentally Handicapped Child and His Program: A Handbook for Parents.**
EDRS not available
Lowell Publications, P. O. Box 142, Mt. Pleasant, Michigan 48858 ($1.98).

Descriptors: exceptional child education; educable mentally handicapped; parent education; program descriptions; parent role; mentally handicapped

Developed to assist school districts in providing information to parents concerning special education programs, the booklet is intended to be given to parents whose educable mentally retarded (EMR) children are enrolled in special education classes, to encourage better understanding and cooperation between the parents and the public school. In simple language the school program for EMR children is discussed, and the general curriculum for primary, intermediate, and secondary levels briefly described. How the parent can tell how much progress his child is making is indicated, and suggestions are made concerning how the parent can help the child at home and help him control his behavior. A short reading list for parents is included. (KW)

### ABSTRACT 31924

EC 03 1924 ED 048 687
Publ. Date Jun 70 193p.

**Program Planning Report for the Minnesota Learning Center on the Campus of Brainerd State Hospital.**
Minnesota State Department of Public Welfare, St. Paul
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; residential programs; state schools; mentally handicapped; residential schools; vocational education; Minnesota

The study was undertaken to provide management and program development services for the relocation of the pupils attending a residential school for educable mentally handicapped. The stated goal of the new center (Minnesota Learning Center) is the preparation of residents to assume a community living role independent of the institution. Four general areas are singled out for consideration in the development of the program: behavior, academic skills, vocational skills, recreation and social skills. Student characteristics, general and behavioral, are assessed and personnel recommendations including administration, staffing, position descriptions, and inservice training are made. An extensive appendix provides the results of the behavior ratings done and other data collections made during the course of the study.

**ABSTRACT 32083**

EC 03 2083 ED N.A.
Publ. Date Apr 71 11p.
Gay, William O.; Stephenson, Bobby L.
**A Systems Approach as a Method of Training Teachers of Mentally Retarded Children.**
EDRS not available
Education and Training of the Mentally Retarded; V6 N2 P56-66 Apr 1971

Descriptors: exceptional child education; mentally handicapped; educational methods; systems analysis; teaching methods

The application of an instructional systems approach to the design of instruction for mentally retarded children is described. The system uses a taxonomy of learning types which makes it possible for the user to avoid trial-and-error approaches in the selection of instructional methodologies. The reader is shown how to go from idea to objective to classification of learning type, and finally to planning of instructional strategy and evaluation of pupil attainment. (Author)

**ABSTRACT 32214**

EC 03 2214 ED 050 500
Publ. Date Apr 71 117p.
Brolin, Donn; Thomas, Barbara
**Preparing Teachers of Secondary Level Educable Mentally Retarded. Project Report No. 1.**
Stout State University, Menomonie, Wisconsin
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-70-4818(603)

Descriptors: exceptional child education; educable mentally handicapped; vocational education; program proposals; teacher education; mentally handicapped; secondary school students; program development; interpersonal competence; conference reports; questionnaires; models; Wisconsin

An interim report on the Stout State University model for training special class teachers to prepare secondary level educable mentally handicapped students for social and vocational adjustment is presented. Pertinent literature is reviewed; and the Stout State proposal which emphasizes academic skills and incorporates vocational education and rehabilitation in secondary level teacher preparation is described. Proceedings from a conference (Menomonie, Wisconsin, November 12-13, 1970), held to assist the Stout project staff in determining the efficacy of the model, include eight papers which deal with the needs of secondary level educable mentally handicapped students and competencies needed by their teachers. Conference questionnaire results are cited and the data is noted as having served as a basis for a field questionnaire sent to all teachers and administrators of secondary level educable mentally handicapped classes in Wisconsin. The data from the field questionnaire, when received, are considered by the author to be primary sources of curriculum study prior to preparing a secondary level special education teacher training program for Stout. (CD)

**ABSTRACT 32226**

EC 03 2226 ED 050 512
Publ. Date 70 84p.
**Newport County Regional Special Education Program Course of Study; Number 1, Volume 1: Curriculum Guide Primary and Intermediate Educable.**
Newport County Regional Schools, Rhode Island, Special Education Program
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; special classes; program planning; language arts; mathematics; social studies; Newport County (Rhode Island)

The purpose of special classes for the educable retarded, including aims and objectives, is presented. The organization of such classes in Newport County is discussed in terms of methods of transfer to and from the classes, tests and examinations, relations with the regular classes and within the class, elements of the daily program and suggested time allotments, and elements of the weekly program. Methods and activities are provided for the following curriculum areas in primary and intermediate levels: social development, language arts, arithmetic, social studies, science, and self care skills. (RJ)

**ABSTRACT 32352**

EC 03 2352 ED N.A.
Publ. Date 71 242p.
Buckler, Beatrice
**Living with a Mentally Retarded Child.**
EDRS not available
Hawthorn Books, Inc., 70 Fifth Avenue, New York, New York 10011 ($6.95).

Descriptors: exceptional child education; mentally handicapped; child rearing; parent education; directories; clinics; residential programs; institutions

Intended to assist parents who are raising a mentally retarded child at home, the book contains information on practical aspects of home training. Following a discussion of the diagnosis and causes of mental retardation, suggestions are presented on such aspects of child-rearing as discipline, toilet training and other self-care skills, good manners and acceptable social behavior, playmates and playthings, types of educational programs, sex education, and vocational concerns. Over one half of the book consists of appendixes which list diagnostic centers and residential facilities throughout the country, providing pertinent data about each, and which offer a bibliography of publications on mental retardation and a bibliography on the education of the mentally retarded. (KW)

**ABSTRACT 32377**

EC 03 2377 ED 050 534
Publ. Date Sep 70 100p.
Forbes, Donald G.; Raschick, Sally Carey
**Walworth County Preschool Program.**

Walworth County Special School, Elkhorn, Wisconsin;
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; early childhood education; program descriptions; behavior change; preschool children; intervention; nonprofessional personnel; mentally handicapped; positive reinforcement; Wisconsin

The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in lan-

guage over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

**ABSTRACT 32426**

EC 03 2426 ED 050 541
Publ. Date May 71 115p.
Mattson, Bruce D. and Others
**Preparing the Mentally Retarded in the Areas of Food Preparation and Service.**
Texas Tech University, Lubbock, Department of Special Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; vocational education; food service workers; program design; program proposals; curriculum design; mentally handicapped

The report of a project for planning a training program for the mentally retarded in the areas of food preparation and service summarizes activities of the planning project and makes recommendations for possible implementation. The training program is designed for educable mentally retarded youth who would benefit from specific vocational education programs at the high school level. The need for this training program and employment projections are presented. Aspects of the training program which are discussed and for which recommendations are made include staffing needs (qualifications, sources of personnel, teacher/student ratio), student selection criteria and procedures, the training setting and equipment needed, and areas of specialization to be emphasized. Behavioral objectives and curriculum content recommendations are made, including suggested teaching units, objectives, training activities and resources, and evaluation techniques for 10 specific curriculum areas. Also covered are possible relationships with other school programs and personnel, and with rehabilitation agencies and trade organizations. A suggested budget, totaling $44,250, for the initial year of a demonstration project for training mentally retarded students according to these plans and recommendations is included. (KW)

**ABSTRACT 32611**

EC 03 2611 ED 051 611
Publ. Date Jun 71 120p.
Gia, Gilbert P.
**Halfway Houses for the Mildly Retarded.**
EDRS mf,hc
Submitted By the Author As Partial Fulfillment of The Requirements for His Master's Degree.

Descriptors: educable mentally handicapped; rehabilitation centers; national surveys; program descriptions; research reports; masters theses; mentally handicapped; California

Investigated were number and location of community residences or halfway houses (of fewer than 61 persons) for the mildly retarded and their programing practices. Form letters and questionnaires uncovered 68 programs meeting internal delimitations of the study. Programs were categorized for analysis purposes into California Programs, New Programs (in operation for 12 months or less), and Old Programs. Analysis of data showed the majority of non-California programs in Texas and Florida. Clients in Old Programs had short lengths of stay (mean of 22 months), used public facilities and contributed to own maintenance in 60% of the cases, and went independently to jobs in over half of the cases. New Programs resembled Old Programs, except that over 60% of the New were integrated by sex. Although 51 halfway houses were found outside California, not one for the mildly retarded was found in California. The sample of existing California Programs (Family Homes and Resident Facilities) were characterized by fewer residents, longer stays, lower estimated IQ, little community involvement, and lower level of self-maintenance. Patients were not normalized to the extent of residents in other programs. (KW)

**ABSTRACT 32686**

EC 03 2686 ED 052 551
Publ. Date Oct 70 70p.
**A Follow-Up and Comparison of Graduates from Two Types of High School Programs for the Mentally Handicapped. Final Report.**
Dearborn Public Schools, Michigan
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-068680-0106
BR-6-8680

Descriptors: exceptional child research; educable mentally handicapped; senior high schools; educational methods; regular class placement; special classes; followup studies; vocational adjustment; personal adjustment; socioeconomic status; program evaluation; mentally handicapped

Compared is the post high school adjustment of graduates of two types of special education programs for the educable mentally handicapped: a self-contained, vocationally oriented program separate from general education (School A) and a program integrated into the general high school, where job experience is concurrent with general education and courses are not specifically vocationally oriented (School B). Graduates of School B who have been out of school for varying lengths of time were also compared with each other. Interviewed were 41 School A and 41 School B graduates from the years 1964 and 1965, and 114 School B students who graduated between 1952 and 1963. Students were compared on social, vocational, and economic measures, such as job placement, tenure, income, community participation, and other factors. It was found that graduates of School B had a better school attendance record, held more full-time jobs, had higher occupational levels and salaries, were more likely to seek further education, were more prudent in money management, married later or remained single more often, had better homes, and participated more actively in community activities. (KW)

**ABSTRACT 32716**

EC 03 2716 ED 046 041
Publ. Date Jan 71 47p.
Beedy, Vernon and Others
**A Prevocational and Social Adjustment Program for Educable Retarded Adolescents: A Pilot Project.**
Curative Workshop of Milwaukee, Wisconsin
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; prevocational education; social adjustment; demonstration projects; vocational education; mentally handicapped; program descriptions; Wisconsin

The primary objective of the pilot project described was to offer a program of vocationally-oriented enrichment activities to educable mentally retarded (EMR) adolescents experiencing retardation in the following developmental areas: educational, mental, social, and vocational. The prevocational and social adjustment program was conducted at the Curative Workshop of Milwaukee (Wisconsin) during July and August, 1970, and enrolled a total of 11 clients, ages 16-20 years, all of whom had attended work experience training prior to the project. Detailed are objectives and activities in three major program areas: vocational, educational, and social adjustment. Six specific teaching units are summarized. Information is provided on parents' attitudes, vocational goals for their children, and evaluation of the program, as well as client and staff evaluations of the program. (KW)

**ABSTRACT 32726**

EC 03 2726 ED N.A.
Publ. Date 71 379p.
Gardner, William I.
**Behavior Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult.**
EDRS not available
Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605 ($11.75).

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; behavior change; adults; adolescents; rehabilitation programs; sheltered workshops; evaluation

The book is addressed to persons involved in education and rehabilitation of mentally handicapped adolescents and adults whose behavior poses problems of

learning and behavior adjustment. A detailed account of concepts and practices of behavior modification with numerous clinical illustrations of applying specific techniques to various problems is given. The inadequacies of the psychological evaluation systems normally used in education and rehabilitation are discussed and an alternative behavior analysis approach providing a method of translating evaluation data into treatment practices offered. The book concludes with a description of a research program for the design and testing of sheltered workshop systems for the mentally handicapped and emotionally disturbed. (CD)

**ABSTRACT 32854**

EC 03 2854 ED 052 396
Publ. Date Apr 71 90p.
**Exceptional Children Conference Papers: Specific Subject Programs for EMRs and TMRs.**
Council for Exceptional Children, Reston, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; program descriptions; driver education; safety education; home economics; mathematics; work study programs

Eight papers focus upon specific subject programs for educable and trainable mentally retarded (EMR and TMR) students. Three of the papers, concerning driver education and traffic safety education for EMR students, cover driver education guidelines and materials developed in a Michigan state institute involving teachers of EMR and teachers of driver education, Alabama's statewide project for EMR driver and traffic safety education, and a pilot project involving EMR students in a two-part Non-Traditional Driver Education Program emphasizing safety training. Other papers describe in detail the EMR home economics program at Oak Ridge (Tennessee) High School, discuss instructional objectives for work-study programs for EMR elementary through high school students, briefly describe the Northwestern Illinois Athletic Association for Trainable Mentally Handicapped Youth, present a Piagetian approach to arithmetic for the retarded, and examine the team work experience (supervised work in teams in community settings) in work oriented special education programs for retarded persons not able to benefit from the type of vocational training available within the structure of present work study programs on the secondary level. (For other CEC Convention papers, see EC 032 855-EC 032 861.) (KW)

**ABSTRACT 32881**

EC 03 2881 ED 053 503
Publ. Date Feb 71 133p.
Ladner, Judith L.
**Enhancement of Productive Thinking in Institutionalized Mental Retardates. Final Report.**
Fordham University, Bronx, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-700017
BR-42-2272

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); divergent thinking; educable mentally handicapped; creativity research; program descriptions; convergent thinking

The purpose of the study was to evaluate the effectiveness of a supplementary program of 30 lessons to increase the productive thinking abilities (divergent thinking) of educable mentally handicapped students. An experimental group of 30 institutionalized children were given the supplementary lessons at a rate of three per week. The lessons, based on the brainstorming technique, were felt to encourage ideational fluency, familiarity with the principles of change, improved observational ability, increased sensitivity, and originality through improvisation. Significant improvement was noted for all but the factor of figural elaboration. It was concluded that enhancement of creative performance was feasible in institutionalized educable mentally handicapped students. The value of the brainstorming technique (in which the pupils' ideas were allowed to flow freely) as a specific teaching tool was stressed as having future educational program implications. The verbal functioning was found to be improved and the improvement was felt to be a reflection of a transition from convergent to divergent modes of thinking. The 30 lesson plans used in the experiment are included in the appendix. (CD)

**ABSTRACT 33238**

EC 03 3238 ED N.A.
Publ. Date Sep 71 8p.
Ross, Sterling L., Jr. and Others
**Confrontation: Special Education Placement and The Law.**
EDRS not available
Exceptional Children; V38 N1 P5-12 Sep 1971

Descriptors: exceptional child education; educable mentally handicapped; student placement; culturally disadvantaged; special classes; cultural factors special class placement; cultural factors

Following a listing of the arguments levied most often against current special education placement procedures, various legal decisions are reviewed which form the nucleus of the growing body of case law in the area of special class placement. The suits, brought against public schools for placing certain children in special classes for the educable mentally retarded, illustrate that through the courts parents are challenging the administration and use of standardized tests (which can be culture biased and used to maintain racial or ethnic segregation), placement procedures which do not allow for parental participation in the placement decision, and the effectiveness and the harmful effect of special class programing. Special educators are urged to initiate immediate reform in testing and placement procedures before changes are imposed by the courts and possibly accompanied by punitive damages. (Author/KW)

**ABSTRACT 33239**

EC 03 3239 ED N.A.
Publ. Date Sep 71 8p.
Garrison, Mortimer, Jr.; Hammill, Donald D.
**Who Are the Retarded?**
EDRS not available
Exceptional Children; V38 N1 P13-20 Sep 1971

Descriptors: exceptional child research; educable mentally handicapped; student placement; intelligence level; mentally handicapped; identification

Eleven year old children in educable and regular classes from the five county greater Philadelphia area were compared on the Slosson Intelligence Test for Children and Adults, an adaptation of the Test of Social Inference, an adaptation of the Temple Informal Reading Inventory, and the Auditory Reception and Verbal Expression subtests from the 1968 Illinois Test of Psycholinguistic Abilities. The distributions for the total sample were converted into T scores, and the children scoring above and below a T score of 45 (equivalent to an IQ of 75) on each of the variables were identified. Applying Jastak and his colleagues' concept of multiple criteria suggested to the researchers that 25% of the children in educable classes may be misplaced since they scored above the cutting point on at least four of the five criteria. Only 31% of those in the educable classes failed either four or five of the five criteria. The combination of a reading problem and a lower IQ is highly associated with educable placement. The findings support efforts to place most children found in educable classes into the regular classroom through the use of tutoring and resource rooms. (Author)

**ABSTRACT 33244**

EC 03 3244 ED N.A.
Publ. Date Sep 71 6p.
Gardner, Ovitta Sue
**Out of the Classroom: The Birth and Infancy of the Resource Center at Hauula:**
EDRS not available
Exceptional Children; V38 N1 P53-8 Sep 1971

Descriptors: exceptional child education; educable mentally handicapped; resource teachers; regular class placement; program descriptions; mentally handicapped; Hawaii

The article, dealing with the concept of a resource center as an alternative to special class placement especially for socioculturally deprived children with mild learning problems who have been labeled educable mentally retarded, describes the

development of a resource center in the special education program at Hauula School (Oahu, Hawaii). Explained are the original commitment and followup procedures to dissolve the self contained educable classes and to identify specific individual needs in the areas of the basic skills tested by the Windward Test Battery. Special education teachers worked with the students and regular teachers to gradually integrate all but two of the 36 students labeled educable into regular classrooms. In the special education room, which became known as the Resource Center, small groups of students or individual students worked with special education teachers on needed special skills or subjects during certain scheduled periods of the day. The Resource Center teachers continue to consult with regular teachers, try new procedures, and train other teachers in procedures appropriate for regular classrooms and in use of the Windward Test Battery and other screening instruments. (KW)

**ABSTRACT 40345**

EC 04 0345 ED N.A.
Publ. Date Oct 71 2p.
Smokoski, Fred J.
**Issue at Point: The Mentally Retarded Are Different.**
EDRS not available
Mental Retardation; V9 N5 P52-3 Oct 1971

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; educational programs; educational trends; teacher qualifications; student placement; curriculum

Discussed is status of educational programs for educable mentally retarded (EMR), with emphasis on how educational needs of EMRs differ from those of normal children. Ideas briefly mentioned are that student placement of EMRs is now in public schools, that teachers of EMRs frequently are not qualified, that curriculum guides for EMRs do not meet their educational needs, and that teachers often enter the profession without knowledge of the different capabilities of EMRs from those of normal children. The author advocates that instead of an academic oriented curriculum, the EMRs would benefit from a curriculum oriented around social learning areas. (CB)

**ABSTRACT 40684**

EC 04 0684 ED 057 517
Publ. Date 71 10p.
Gary, A. L.
**Comprehensive Vocational Programs for Handicapped Students.**
Hamilton County Department of Education, Chattanooga, Tennessee
Council for Exceptional Children, Reston, Virginia
EDRS mf,hc
Paper Presented at the Special Conference on Emerging Models of Special Education for Sparsely Populated Areas (Memphis, Tennessee, December 3, 1971).

Descriptors: exceptional child education; handicapped children; mentally handicapped; vocational education; guidelines; educable mentally handicapped; program development

Discussed are guidelines for vocational program development for handicapped students. The author rejects the norm-referenced system that compares individual performance to group performance and advocates the criterion-referenced system that is based upon mastery of specific skills. A vocational program's effectiveness is then related to five considerations: individual differences, which the author states are not accounted for in norm-referenced tests; instructional objectives, which are said to communicate teacher expectancies to the learner; test construction, which the author states needs to stem from the instructional objectives; remediation, which can follow a student's incomplete mastery of a skill without traditional failure; and social consequences, which are said to be fostered by criterion-referenced systems. A joint vocational/academic program is then described that incorporates the discussed format. The students are designated as educable mentally handicapped and are participating in the vocational educational program that has the terminal goal of job placement. The students eventually are placed in local businesses and may return to vocational school for additional training. Results indicate that the program is effective. (CB)

**ABSTRACT 40708**

EC 04 0708 ED N.A.
Publ. Date Oct 71 5p.
Dailey, Rebecca F.
**CEC ERIC's the Now Way to Know: ME NOW--Life Sciences for the Mentally Retarded.**
EDRS not available
Education and Training of the Mentally Retarded, V6 N3 P127-31 Oct 1971

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; sciences; curriculum development; intermediate grades; junior high school students; program descriptions; instructional materials; Biological Sciences Curriculum Study

Described are the production and evaluation of model life science materials for educable mentally retarded (EMR) students by the Biological Sciences Curriculum Study (BSCS). The complete instructional program developed, entitled ME NOW Life Science Program, is designed for EMR students at the intermediate level (ages 10-14). Curriculum focuses on four areas: digestion and circulation; respiration and excretion; movement, support, and sensory mechanism; and growth and development. Materials included in the program and where to purchase the ME NOW program are indicated. Summarized are field testing of the program and future plans for a similarly structured science program on the environment. Harold A. Rupert, a member of the project staff for Life Sciences for the Educable Mentally Retarded at BSCS answers questions concerning significant features of the program, efforts to inform teachers, cooperation with Instructional Materials Centers, curriculum creation, and the nature of the ME NOW instructional materials. (KW)

**ABSTRACT 40821**

EC 04 0821 ED 057 541
Publ. Date 71 134p.
Campbell, L. Wayne and Others
**Work-Study Handbook for Educable Mentally Retarded Minors Enrolled in High School Programs in California Public Schools.**
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; work study programs; vocational education; mentally handicapped; secondary school students; guidelines; state standards; program development; administrative organization; educational programs; California

The handbook on work-study programs for educable mentally retarded (EMR) students in California public schools explains the nature and scope of educational-vocational programs. Information and guidelines offered are intended to help schools prepare EMR students more effectively and realistically for work, constructive citizenship, and active community participation. Educational and occupational needs of the students are identified and curricular patterns and sequences, including program objectives, in a work-study program are discussed. Suggestions are made for the administrative structure of the school district in conducting work-study operations. Responsibilities of both the district and the community in providing services are identified. Also discussed are job-simulation centers and areas of skill training, work-station selection and steps in job training, and the placement process. Relevant state legislation, graphic illustrations of job-simulation centers, forms, and other information are appended. (KW)

**ABSTRACT 41161**

EC 04 1161 ED N.A.
Publ. Date Feb 72 2p.
Gozali, Joav
**Perception of the EMR Special Class by Former Students.**
EDRS not available
Mental Retardation; V10 N1 P34-5 Feb 1972

Descriptors: exceptional child research; educable mentally handicapped; special classes; adults; program evaluation; mentally handicapped

In order to ascertain the value of special classes for educable mentally retarded (EMR) students, 56 former special class EMR students were interviewed. Generally, the responses tended to be negative. A majority (85%) of the individuals felt that the experience was meaningless and degrading; 91% did not

want to send their children to a special class; and 87% felt that the class had not contributed to their social development. (CB)

**ABSTRACT 41287**

EC 04 1287 ED 058 705
Publ. Date 71 31p.
Gottlieb, Jay and Others
**A Preliminary Evaluation of the Academic Achievement and Social Adjustment of EMRs in a Nongraded School Placement. Studies in Learning Potential, Volume 2, Number 23.**
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080506-4597(607)

Descriptors: exceptional child research; educable mentally handicapped; student placement; social adjustment; academic achievement; mentally handicapped; peer acceptance; special classes; nongraded classes; student attitudes; elementary school students

The evaluation compared the social adjustment and academic achievement of seven educable mentally retarded (EMR) elementary school children who were integrated into a nongraded school with seven comparable EMRs (matched on IQ, sex and SES) who were assigned to segregated special classes. The results indicated that integrated children had significantly more tolerant attitudes toward school and that they reported more favorable scores, although not significantly so, on locus of control, self concept, and standardized achievement testing. Segregated special class children were found to be sociometrically more acceptable than integrated EMRs to their nonEMR peers. Based upon the limited number of subjects involved, the integration model for retarded children appeared to have more salutary consequences than the segregated approach to education. (Author)

**ABSTRACT 42660**

EC 04 2660 ED N.A.
Publ. Date Aug 72 72p.
**Preparing Teachers of Secondary Level Educable Mentally Retarded: A New Model. Project Report #2 (Final).**
Wisconsin University-Stout, Menomonie, Wisconsin, Department of Rehabilitation and Manpower Services School of Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-70-4818(603)

Descriptors: exceptional child research; educable mentally handicapped; secondary education; teacher education; program development; mentally handicapped; educational programs; educational needs; teacher qualifications; models; undergraduate study

Reported was the special education project designed to develop a new model for training teachers of secondary level educable mentally retarded (EMR) children. Prior to model development, research conducted indicated that there was widespread dissatisfaction with current educational programs, since an inadequate balance between vocational and academic learning was found. Needs of EMR students and the competencies required of their teachers were determined. It was found that occupational information and preparation curriculum area were thought to need the most emphasis, followed by activities of daily living, psychosocial, and academic. Competencies rated necessary for the teacher were ability to provide for work adjustment, job seeking, job tryouts, job placement, vocational evaluation, personal care training, and social development. A secondary EMR curriculum was reported to have been developed that included areas such as work adjustment training, vocational evaluation, interpersonal relationship experiences, and manual skill development. An undergraduate teacher training program was then developed that focused on the student needs and teacher competencies. (CB)

**ABSTRACT 50370**

EC 05 0370 ED N.A.
Publ. Date Fall 72 5p.
Bennett, Blair and Others
**Sex Education for EMR Adolescent Girls: An Evaluation and Some Suggestions.**
EDRS not available
Journal for Special Educators of the Mentally Retarded V9 N1 P3-7 Fall 1972

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; females; adolescents; young adults; sex education; program evaluation

A Sex education class for educable mentally retarded (EMR) older adolescent girls was conducted and evaluated in such a way as to provide guideines for others interested in implementing such a program. Students were 10 Caucasian EMR girls (IQ 58-81), ages 17-23 years, whose SES ranged from lower to upper-middle class. The class met for 1 hour three times a week for 4 weeks. The Sex Information Inventory for Girls was used as a pre- and posttest. Posttest results showed increases in: ability to visually discriminate between the sexes; knowledge about sexual terminology, menstruation, sexual intercourse, and birth control; awareness that sex was possible before marriage; permissiveness towards engaging in premarital sex; and reluctance to touch the vaginal area. Ss showed a somewhat greater willingness to discuss minor sexual molestations with an adult, although over half stated they would still keep this a secret. Knowledge about venereal diseases was rather unclear on both pre- and posttests. Implications of these findings for planning other sex education programs are discussed. (KW)

**ABSTRACT 50889**

FC 05 0889 ED N.A.
Publ. Date Holidays 3p.
Jensen, Bev
**Removing the Stigma from Special Ed.**

EDRS not available
Children's House; V6 N1 P14-16 Holidays 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; learning disabilities; learning laboratories; regular class placement

Described is a program which utilizes a special learning resource center to provide individualized attention for 14 learning disabled, and 11 educable mentally retarded children integrated into the regular classroom for most of the day. Materials in the center include such items as tape recorders, records, and perception games. The students spend up to an hour a day on a one to one basis with a teacher in the center. All children in the school use the center on occasion and it is said that special education loses its stigma with an integrated program. (DB)

**ABSTRACT 50971**

EC 05 0971 ED N.A.
Publ. Date 72 92p.
Callihan, Margaret Humphries
**Cotton Candy and Carrousels: The World of Special Children.**
EDRS not available
Naylor Company, 1015 Culebra Avenue, Box 1838, San Antonio, Texas 78201 ($7.95).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; adolescents; special education teachers; teaching methods

A teacher recounts a year with 16 educable mentally handicapped children from 11 to 17 years of age. Stressed is the importance of affection in helping the children adjust to a new teacher at the beginning of the school year. Methods she used in working with the children include the individualization of questions to maximize success and the use of counting and coloring exercises. The learning process in the mentally handicapped is seen to require repetition, positive class attitudes, and flexibility of schedule. Described is the teacher's approach to reading, writing, numbers, science, and geography. Art and music activities are said to have included records, drawing, tracing, clay, and crafts. Four field trips to the fire station, circus, zoo, and the park are described as are holiday celebrations. Teaching aids used are said to have included cards, bingo, coloring books, puzzles, puppets, and audiovisual materials. Noted are weekly discussions which considered guidance matters such as health, conduct, manners, and morals. A class play is said to have increased the children's self confidence. A final chapter discusses the teacher's personal motivations, sterilization of the mentally handicapped, and the role of parents. (DB)

### ABSTRACT 51015

EC 05 1015 ED N.A.
Publ. Date Fall 72 10p.
Forness, Steven R.; MacMillan, Donald L.
**Reinforcement Overkill: Implications for Education of the Retarded.**
EDRS not available
Journal of Special Education; V6 N3 P221-30 Fall 72

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; reinforcement; behavior change; social influences

Considered is the possibility that behavior modification methods with educable and trainable mentally handicapped children which utilize primitive reinforcement methods such as token economies are not necessary because the systematic use of social reinforcement might produce the same effect. Research is reviewed which suggests that the retarded may be more motivated by social variables than normal children. Noted are misuses of social reinforcement such as haphazardness and the reinforcement of negative behaviors. Also reviewed is research supporting the use of contingent social reinforcement in the classroom setting. Suggested is that increased teacher attention rather than tangible reinforcers may be responsible for some behavior modification program successes. (DB)

### ABSTRACT 51076

EC 05 1076 ED N.A.
Publ. Date Feb 73 4p.
Shotick, Andrew L.; Rhoden, Jane O.
**A Unitary Approach: Programming for the MR.**
Mental Retardation; V11 N1 P35-8 Feb 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; interdisciplinary approach; program descriptions

Suggested is the replacement of the term, interdisciplinary programing, by a new term, unitary programing, and described is the application of unitary programing at a mental retardation center serving 80 educable or trainable children (ages 3 to 21 years) on a short term basis. Unitary programing is said to stress communication and relationships among professionals for the common purpose of better functioning of the mentally handicapped individual. It is reported that at the center . any professionals coordinate their services from the evaluation phase to the final community placement phase prior to the release of the students. (DB)

### ABSTRACT 51113

EC 05 1113 ED N.A.
Publ. Date Spr 73 3p.
Retzlaff, Walter F.
**Project Worker: Videotaping Work Stations in Industry.**
Teaching Exceptional Children; V5 N3 P135-7 Spr 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; learning disabilities; physically handicapped; adolescents; young adults; vocational education; educational programs; program descriptions; instructional media; video tape recordings; tape recordings

Described is Project Worker, a program which uses audiotapes and videotapes (showing work stations in various industries) in classrooms to improve the vocational skills of educable mentally retarded, educationally handicapped, or orthopedically handicapped students (14- to 19-years-old). It is reported that there has been a significant gain in salary rates and a significant decrease in employee absentee rates for program participants since multimedia training in vocational skills was initiated. (GW)

### ABSTRACT 51117

EC 05 1117 ED N.A.
Publ. Date Spr 73 2p.
Gray, Aaron G.
**The Mini-Shop Approach in Career Education.**
Teaching Exceptional Children; V5 N3 P145-6 Spr 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; secondary school students; prevocational education; career education; work study programs; program descriptions; workshops

Described is a fully departmentalized prevocational work study program for educable mentally handicapped high school students which includes the following phases: prevocational and academic instructional programing; mini-shop instruction, work, and evaluation; and supervised work training experience for sophomores within the high school. Student participation in the mini-shops involves such activities as providing clerical services, manufacturing products, and videotaping simulated job interviews. It is said that the mini-shops provide faculty an opportunity to observe and record data on student work behaviors and to institute modification of behaviors requiring change. (GW)

### ABSTRACT 51175

EC 05 1175 ED N.A.
Publ. Date May 73 1p.
Merow, Erva Loomis Krynski, Elizabeth G.
**Ego Boosters for EMRs.**
EDRS not available
Instructor; V82 N9 P51 May 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; self concept; class activities

Suggested are four classroom activities to improve the self concept of educable mentally retarded children. The activities include having the children compile books about themselves, put together commercial jigsaw puzzles, produce a classroom newspaper, and utilize interest centers. (DB)

### ABSTRACT 51275

EC 05 1275 ED N.A.
Publ. Date Win 73 4p.
Gardner, David C.; Gardner, Paula L.
**Ten Suggestions for an Effective EMR Occupation Program.**
EDRS not available
Journal for Special Educators of the Mentally Retarded; V9 N2 P90-3 Win 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; secondary school students; vocational education; program descriptions; program effectiveness

Described is an occupational educational program for educable mentally retarded (EMR) secondary school students, and offered are 10 suggestions for an effective program. Highlighted are faculty and community committees, EMR's in regular classes and occupational programs, job supervision and the tutorial program. Among the 10 suggestions are the importance of convincing the faculty, employer, and students of positive abilities and skills possessed by EMR students. (DB)

### ABSTRACT 51278

EC 05 1278 ED N.A.
Publ. Date Win 73 7p.
Hartman, Robert K.; Rockhold, Andrea E.
**Case Studies in the Resource Room Approach.**
EDRS not available
Journal for Special Educators of the Mentally Retarded; V9 N2 P109-15 Win 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; childhood; case studies (education); resource teachers; educational facilities; demonstration projects; program evaluation; regular class placement

Evaluated by means of four case studies is a pilot program which changed a special class for the educable mentally retarded (EMR) into a resource room to aid EMR and other slow learning children integrated into regular classes. One case given is that of Willie, an 11-year-old functionally retarded child with an IQ of 76, who is reported to have made excellent academic and personal progress in the integrated situation with resource room support. Charles, a slow learner with an IQ of 81, is said to have improved his self image after an initial period of resistance to resource room instruction. (DB)

### ABSTRACT 51305

EC 05 1305 ED 073 594
Publ. Date 70 34p.
Beliveau, Joseph E.
**A Pilot Program, Occupational Education for Students with Special Needs.**
New Jersey State Department of Education, Trenton. Division of Vocational Education
Union Township Board of Education, N. J.
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; educable mentally handicapped; prevocational education; job skills; mentally handicapped; educational programs; program descriptions; work attitudes

Described is the Occupational Conditioning Center Program, a vocational education program in which moderately to severely retarded persons are taught proper work attitudes and basic industrial skills. Program goals are said to include: exposing students to simulated work situations, giving students an opportunity to work in cooperation with others, teaching fundamentals of personal and collective safety in a simulated work situation, and providing staff with adequate opportunities to evaluate students' potential for future skill training and employment. Means for implementing program goals are described: regulating the day's activities by an industrial time clock; developing an educational prescription for each student; using simple assembly lines as work task situations; drilling students in safety skills, such as use of the fire extinguisher; and using audio-visual aids to teach students a basic vocational vocabulary. Procedures for referring students to sheltered workshop or competitive employment situations are explained. Review of the program's first year is thought to show that pre-employment training has resulted in a smoother and more successful transition into the working force for the program's 20 trainable or educable mentally handicapped students. (GW)

**ABSTRACT 51394**

EC 05 1394 ED 073 605
Publ. Date 72 37p.
New, Frank E.
**Guidelines Work-Study Phase of E.M.R. Programs.**
Ohio State Dept. of Education, Columbus. Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; work study programs; program planning; program development; mentally handicapped; secondary school students; guidelines; administrator role; educational objectives; job placement; vocational education; Ohio

Guidelines are derived from analysis of the program policies and practices employed by administrators and coordinators of work study programs for educable mentally retarded high school students in Ohio. Described are different phases of work experience programs which allow students to explore possible vocational choices, to be trained in a particular area, and to prepare for the adult working world through workshop or community placement. Initiation of successful programs is said to involve interpreting work study programs to administrators, school staff, students, parents, and the community. Also stressed are the importance of in-school work experience; the identification of in-school and community work stations; assessing vocational readiness; community work study; developing an advisory committee of local businessmen, community leaders, and civic organization representatives; and utilizing services of community agencies. The role of the work study coordinator is discussed in relation to various esponsibilities, including locating and screening potential work placement stations, evaluating and assisting students, initiating followup studies of program graduates, and functioning as a liaison between the school and community agencies. Instructional objectives are identified for primary, intermediate, junior high, and senior high levels. Administrative guidelines are presented for the following areas: program development, administrative involvement, criteria for selection of program coordinator, funding, extended summer services, and cooperation among programs. (GW)

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